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ABSTRACT

Accreditation standards for agencies serving blind and visually handicapped students focus on residential living programs. Self evaluation standards consider four program aspects: planning and organization, personnel, residential living services, and program evaluation. (CL)

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SELF-STUDY AND EVALUATION GUIDE | 1979 Edition

Residential Living Program

NATIONAL ACCREDITATION COUNCIL
For Agencies Serving the Blind and Visually Handicapped
79 Madison Avenue
New York, N.Y. 10016

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INSTRUCTIONS

PRELIMINARY STEPS. Two steps should precede the use of this section in a self-study.

1. All persons involved in the self-study should become familiar with *Section A, Manual of Procedures* for an understanding of the background and purposes of accreditation and the procedures to be followed in conducting a self-study using the various self-study and evaluation guides published by the National Accreditation Council.
2. Members of the self-study committee assigned to complete this guide should review the organization's statement of philosophy of service as a basic reference for the self-study.

RATING. In the parentheses ( ) preceding each standard, enter the letter representing the final evaluation reached in the self-study. Often, improvements are implemented during the self-study. In such instances, the ratings selected should represent conditions at the end of the self-study.

E – Excellent. The standard is met fully or exceeded.

S – Satisfactory. The standard is met substantially.

A – Adequate. The standard is met fairly well but some improvements could be made.

P – Poor. The standard is met only partially and improvements should be made.

M – Minimal. The standard is met to a small extent or not at all and substantial improvements should be made.

NA – Not Applicable. The standard does not apply for reasons stated under *Comments.*

COMMENTS. Throughout the section, space is provided after groups of standards for written comments. An explanation of the rating or any important feature or characteristic of the program can be noted here. Also, the reason why a particular standard or group of standards is not felt to apply to the organization can be outlined.

PROGRAMMING FOR IMPROVEMENT. This concluding part of the guide contains seven questions which provide an opportunity to list the outstanding features of the program and how it benefits the persons served. The questions also call for a listing of past improvements and those which are yet to be accomplished. Plans for improvement initiated as a result of the self-study should be included.

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SELF-STUDY AND EVALUATION GUIDES

This self-study and evaluation guide is designed to be used in combination with other guides, listed below, available from the National Accreditation Council. An organization undertaking a self-study in applying for accreditation needs to use the following. *A*, either *B-1* or *B-2*, all *C* sections, those *D* sections for the services provided, an *E* form for certain staff members and *F*.

Section	Title and Edition
A	*Manual of Procedures (1979)*
B-1	*Agency Profile (1979)*
B-2	*School Profile (1979)*
C-1	*Function and Structure (1977)*
C-2	*Accounting for Services and Finances (1976)*
C-3	*Personnel Administration and Volunteer Service (1968)*
C-4	*Physical Facilities (1975)*
C-5	*Public Relations and Fund Raising (1968)*
D-2A	*Orientation and Mobility Services (1977)*
D-2B	*Orientation and Mobility Services (Dog Guide Programs) (1968)*
D-3	*Rehabilitation Centers (1968)*
D-4	*Workshop Services (1976)*
D-5	*Social Services (1968)*
D-6	*Vocational Services (1976)*
D-7	*Production of Reading Materials (1970)*
D-8	*Rehabilitation Teaching Services (1977)*
D-15	*Preschool Services (from Birth to Six) (1979)*
D-16	*Other Service Program (1979)*
D-20	*Curriculum Planning and Evaluation (1979)*
D-21	*Program for Multihandicapped Students (1979)*
D-22	*Program for K-12 Students (1979)*
D-23	*Program for Independent Living (1979)*
D-24	*Educational Resources Program (1979)*
D-25	*Leisure Education (1979)*
D-26	*Residential Living Program (1979)*
D-27	*Health Services (1979)*
D-28	*Educational Diagnostic and Counseling Services (1979)*
E	*Individual Staff Member Information Form (1977)*
F	*Evaluation Summary and Report (1979)*

Sections *D-2A* through *D-8* are applicable primarily to "agencies" and *D-20* through *D-28* primarily to "schools." *D-15* is used for preschool services in any setting. Similarly, *D-16* is used by all organizations for services for which NAC does not have specific standards such as radio reading service or special summer program.

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CONTENTS

Instructions . . . . . inside front cover

Self-Study and Evaluation Guides iii

Standards Personnel iv

Acknowledgments vi

Introduction vii

The Standards

1. Planning and Organization 1
2. Personnel 3
3. Residential Living Services 7
4. Program Evaluation 14

Programming for Improvement 18

Selected Readings 22

ACKNOWLEDGMENTS

This self-study and evaluation guide was developed as part of a two year project to revise and update the *Self-Study and Evaluation Guide for Residential Schools* published in 1968 by the National Accreditation Council (NAC). The Commission on Standards, under whose purview NAC conducts standards projects, was fortunate in being able to benefit from the volunteer services of Dr. Geraldine T. Scholl, a member of the Commission and the principal consultant for the 1968 *Guide*, who chaired this project and its Coordinating Committee.

A subcommittee headed by Dr. Richard G. Umsted undertook the task of updating and expanding four sections of the 1968 *Guide* for school programs traditionally considered "non-curricular." Assisting Dr. Umsted were Henry Aldridge, Edward Anderson, Ruth Carpenter, Gary Coker, Gelene Kozlowski and Paul Lewis. Mr. Aldridge drew up the initial draft of this section which had no counterpart in the 1968 *Guide*. The subcommittee reviewed and refined the draft in April 1977 and in June the Coordinating Committee approved it for national review.

Six schools for the blind field tested the national review draft in the Fall of 1977 by using it in realistic self-studies conducted according to NAC's regular procedures. Much appreciation is extended to the following schools which completed the field tests: Department for the Blind, Florida School for the Deaf and Blind; Mississippi School for the Blind; New York Institute for the Education of the Blind; St. Joseph's School for the Blind, Jersey City, New Jersey; Department for the Blind, Virginia School at Hampton and the Wisconsin School for the Blind. Also, two other schools used this draft in self-studies conducted in the school year 1977-78

From these schools and from reviews by other individuals and groups, came many comments and suggestions for improving the draft. It is not possible to name all the individuals who provided such input but they represented all categories of school staff, parents and other knowledgeable persons. All of their ideas on this section were considered by the subcommittee when it prepared a revised draft in the Spring of 1978.

This revised draft was carefully reviewed in June 1978 by the Coordinating Committee which recommended that it be approved by the Commission on Standards. This was accomplished at the November 1978 meeting of the Commission. Later that month, the Board of Directors gave final approval to the draft and authorized its publication for use in NAC's accreditation program.

Sincere appreciation is extended to the following Foundations whose financial support made the project possible:

The Bodman Foundation, New York, New York;
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Sunnen Foundation, St. Louis, Missouri.

Assistance to the Coordinating Committee and project subcommittee was provided by NAC staff. In particular, Dr. Richard W. Bleecker served as project director. The project administrator and general editor was Huesten Collingwood.

RESIDENTIAL LIVING PROGRAM

INTRODUCTION

The residential school is frequently referred to as a boarding school since it involves a 24 hour a day program with students living in dormitory/cottage units during the week and returning to their own homes on weekends, holidays or vacation periods.

Some students may live sufficiently close to the school to enable them to attend classes during the day and return home each night. Since the residential living program described by these standards offers considerably more than just lodgings, day students should be afforded opportunities to benefit from after-class (afternoon, evening and weekend) activities including those related to the programs for leisure education and independent living.

The purpose of the residential living program is to create a group climate that is conducive to the physical, social, mental and emotional development of each student and to the learning of independent living skills necessary to achieve a satisfying, productive and independent life in society, commensurate with individual capabilities and goals.

The residential living program is a vital part of the total educational system of the school including administration, instructional staff, houseparents/child care workers and related service personnel. Close coordination with these other school components must be maintained. A qualified person should be employed to manage the program.

Since student needs are complex and diverse, there must be an awareness of individual differences which merit special consideration and treatment. Every effort must be made to provide a continuing process of individual assessment of each student, with provisions for appropriate personal care, instruction, guidance and other professional services conducive to the student's growth and development. Rights of privacy, confidentiality, opportunities for self-expression, and close identification with family must be respected and carefully safeguarded.

There is a growing trend to extend the continuum of residential living experiences to include opportunities for independent living on and off campus. This may include a group living arrangement for multihandicapped students and individual apartment situations for those students who could benefit from the experience.

This self-study and evaluation guide is used by a residential school in the self-study for accreditation purposes along with other guides listed on page iii. Some rehabilitation centers with residential living facilities may find it useful to use this section in its self-study.

RESIDENTIAL LIVING PROGRAM

THE STANDARDS

1. PLANNING AND ORGANIZATION

( ) 1.1 PHILOSOPHY. The residential living program is consistent with the school's statement of philosophy of service as approved by the governing authority.

Comments:

( ) 1.2 PURPOSE. The purpose of the residential living program is to provide an environment which assists the student's physical, social, mental and emotional development and to contribute to the learning of independent living skills necessary to achieve a satisfying, productive and optimally independent life, commensurate with individual capabilities.

( ) 1.2.1 Emphasis. The emphasis of the program is to provide for the individual needs of the student within the residential setting.

( ) 1.2.1.1 Close coordination is maintained with all of the school's guided learning experiences.

( ) 1.2.1.2 Provisions are made for day students to be afforded equal opportunities to achieve the same levels of independent living skills as students living in the school's residential setting.

( ) 1.2.1.3 Multihandicapped students are provided special or additional services to meet their individual needs.

( ) 1.2.2 Statement of Purpose. The purpose of the residential living program is clearly set forth in writing.

Comments:

( ) 1.3 PLANNING. A variety of methods is used for systematic planning of the residential living program.

( ) 1.3.1 Long Range Planning. A written long range plan establishes major program goals and projects the human, physical and financial resources needed to achieve them.

( ) 1.3.1.1 The major long range goals of the residential living program are coordinated with the school's long range plans for curriculum and overall operations.

( ) 1.3.1.2 The plan extends for a specified time beyond the current school year and is updated at stated intervals.

Comments:

( ) 1.3.2 Annual Planning. A specific written program and financial plan for the residential living program is prepared for each fiscal year.

( ) 1.3.2.1 The annual plan includes a statement of measurable objectives to accomplish the stated goals.

( ) 1.3.2.2 The coordinator of the residential living program and other appropriate personnel assist in preparation of the annual plan.

Comments:

( ) 1.3.3 Individualized Education Program. The individualized education program for each student incorporates the contributions of the residential living program.

( ) 1.3.3.1 Information emanating from the residential living program pertaining to initial assessment of abilities, instructional goals and periodic assessment of progress and achievements is incorporated into each student's central record.

Comments:

( ) 1.3.4 Short Range Planning. Personnel in the residential living program maintain open channels of communication through conferences and exchange of written communications to facilitate day-to-day planning, problem solving and coordination with other school programs.

Comments:

( ) 1.3.5 Coordination with Others. Sustained efforts are made to coordinate the school's own planning for residential living with community-based efforts to provide independent living facilities and services for other handicapped persons.

Comments:

( ) 1.3.6 Participation in Planning. Planning for the residential living program is broadly-based with provision for appropriate participation by members of the governing or advisory body, school administrators, the coordinator of the residential living program, teachers, houseparents, aides or paraprofessionals and other staff, volunteers, students, parents or guardians and other consumers, specialized consultants and personnel of local education and social agencies, specialized agencies serving the blind and visually handicapped and the state department of education.

Comments:

( ) 1.4 STUDENTS SERVED. Opportunities are provided for all students, including day students, to benefit from the broad range of services encompassed by the residential living program, including after-class and weekend activities and utilization of the school's independent living units.

Comments:

( ) 1.5 ORGANIZATION. The residential living program is clearly and purposefully organized.

( ) 1.5.1 Structure. The school's organizational chart locates this program within the school's administrative structure.

( ) 1.5.2 Coordination. A staff member is assigned to coordinate and supervise the residential living program.

( ) 1.5.3 Assignment of Responsibilities. Job descriptions of all personnel in the residential living program spell out their responsibilities for the program.

Comments:

2. PERSONNEL

( ) 2.1 NUMERICAL ADEQUACY. A sufficient number of qualified personnel in the various job categories is made available to meet the needs of all blind or otherwise visually handicapped and multihandicapped students.

Comments:

( ) 2.2 COORDINATOR. The coordinator of the residential living program has a broad background of experience and professional preparation in education or child care.

( ) 2.2.1 Management Skills. The coordinator demonstrates skills in program administration and coordination of the efforts of the various personnel involved in the residential living program.

( ) 2.2.2 Knowledge about Blindness. The coordinator evidences understanding of effects of blindness or other visual impairment and multihandicapping conditions upon the student's care and education.

Comments:

( ) 2.3 SUPERVISORS. Supervisory personnel are employed in sufficient number to assure efficient administration and effective assistance to houseparents.

( ) 2.3.1 Preparation. Supervisors have broad preparation in education or child care or related fields.

( ) 2.3.2 Skills. Supervisors have had successful work experience and demonstrate skills in supervision and staff training.

Comments:

2.4 HOUSPARENTS (CHILD CARE STAFF). The school employs houseparents who meet one or the other of the following qualifications (A or B):

2.4.1A	A. Certification		2.4.1B	B. Specified Preparation
( )	Possession of a valid state certificate or license as a houseparent or child care staff or possession of a valid certificate as a houseparent from the Association for Education of the Visually Handicapped.	( )		Graduation from high school or the certified equivalent.

Comments:

( ) 2.4.2 Child Growth and Development. Houseparents demonstrate sound, practical knowledge of normal child growth and development, health, hygiene and nutrition.

( ) 2.4.3 Perspective. Houseparents demonstrate a positive perspective toward working with blind, visually handicapped and multi-handicapped students, according to their assignments.

( ) 2.4.4 Ability to Relate. Houseparents are able to relate positively to other school personnel and parents or guardians.

( ) .2.4.5 Transferring Skills. Houseparents possess the skills and strength to lift or move safely nonambulatory students.

( ) 2.4.6 Communications Skills. Houseparents are skilled in using the various standard communications systems employed by the students with whom they work.

Comments:

( ) 2.5 AIDES OR PARAPROFESSIONALS. Job descriptions of aides or paraprofessionals specify the requirements of education, background and skills deemed necessary for their assigned duties.

( ) 2.5.1 Certification. Aides or paraprofessionals possess valid state certificates or licenses for this work whenever applicable.

( ) 2.5.2 Child Growth and Development. Aides or paraprofessionals demonstrate sound, practical knowledge of normal child growth and development.

( ) 2.5.3 Perspective. Aides or paraprofessionals demonstrate a positive perspective toward working with blind and visually handicapped students.

( ) 2.5.4 Supervision. Aides or paraprofessionals evidence ability to accept direction and supervision by the teacher and houseparent.

( ) 2.5.5 Transferring Skills. Aides or paraprofessionals possess the skills and strength to lift or safely move nonambulatory students.

( ) 2.5.6 Communications Skills. Aides or paraprofessionals are skilled in using the various standard communications systems employed by the students with whom they work.

Comments:

( ) 2.6 VOLUNTEERS. Volunteers are utilized in the residential living program.

( ) 2.6.1 Administration. Volunteers are recruited, screened, trained, placed, supervised, evaluated and recognized according to the standards in *Section C-3, Personnel Administration and Volunteer Service.*

( ) 2.6.2 Assignments. Volunteers are assigned tasks which are appropriate to their interests, skills and training (check those of the following assignments given to volunteers):

_____ Assisting in teaching communications, living and prevocational skills

_____ Supervising students' practice of newly introduced skills.

_____ Assisting in the lifting or moving of nonambulatory students

_____ Assisting in the use of equipment used in the residences

_____ Providing secretarial or clerical help

_____ Helping students and staff in various leisure activities

_____ Other (specify)

Comments:

( ) 2.7 INSERVICE TRAINING. Provision is made in the school's staff development program for an on-going program of inservice training for all personnel involved in the residential living program including houseparents and their supervisors, teachers, especially those in the program for multihandicapped students, program for independent living and leisure education, food service, aides or paraprofessionals, volunteers and others.

( ) 2.7.1 Coordination. The coordinator of the residential living program is involved in the planning and the provision of the program of inservice education.

( ) 2.7.2 Visual Impairment. Information is presented about the effects of visual impairment on behavior and performance related to residential living.

( ) 2.7.3 Multihandicapping Conditions. Information is presented about the impact on growth and development of the interaction of various handicapping conditions found among the multihandicapped students.

Comments:

( ) 2.7.4 Communication. Residential living personnel who work directly with students, and especially those students who are multihandicapped, are trained in the communications systems used by the students.

( ) 2.7.5 Living Skills. Residential living personnel are trained in how to assist students develop and practice skills related to travel and activities of daily living.

( ) 2.7.6 Residence Life Management. Residential living personnel are given information on dormitory or cottage management and positive handling of student behavior.

( ) 2.7.7 Leisure Education. In cooperation with the coordinator of leisure education, residential living personnel are shown how to involve students in a variety of leisure activities.

( ) 2.7.8 Other. Other topics, including safety and emergency procedures, related to residential living are included as appropriate for each category of participating personnel.

Comments:

3. RESIDENTIAL LIVING SERVICES

( ) 3.1 PURPOSE. The purpose of the residential living services is to provide a safe, comfortable group living environment which is conducive to the physical, social, mental and emotional environment of each student and to contribute to the implementation of the individualized education program of each student with particular emphasis on the learning of independent living skills.

Comments:

( ) 3.2 BASIC RESIDENCE PROGRAM. The basic setting for the residential living program is the dormitory or cottage facility.

( ) 3.2.1 Health and Safety. Dining and living areas and all related facilities meet the standards for health and safety, accessibility and utilization by physically handicapped persons in *Section C-4, Physical Facilities.*

Comments:

( ) 3.2.1.1 A safety committee is responsible for developing, implementing and revising when needed a written fire and disaster plan for the residence facilities.

( ) 3.2.1.1.1 Periodic warnings and drills for fire, tornados, and other disasters are held and documented.

( ) 3.2.1.1.2 Particular attention is given to appropriate safety procedures for multihandicapped students.

( ) 3.2.1.1.3 Reports of accidents and disaster drills are reviewed and evaluated by the safety committee with a view toward correction of deficiencies in facilities, equipment and procedures.

Comments:

( ) 3.2.2 Design. Practically designed and durable facilities and equipment are provided for functional and comfortable dining and living quarters suited to the various ages and developmental levels of the students.

( ) 3.2.2.1 Bedroom occupancy ranges from one to four students.

( ) 3.2.2.1.1 Bedrooms contain adequate dresser drawers and lockable closet space accessible to each student for clothing and personal belongings.

( ) 3.2.2.2 Lounges are provided for students and entertainment of their guests.

Comments:

( ) 3.2.2.3 Each residence facility contains provisions for snack or meal preparation for and/or by students and for instructional purposes.

( ) 3.2.2.4 Adequate bathroom and shower facilities are provided according to a design which ensures privacy and convenience.

( ) 3.2.2.5 Laundry facilities for student use and instructional purposes are provided according to the age and developmental levels of the students.

( ) 3.2.2.6 Residence facilities are lighted appropriately, and with dimming controls in strategic locations, to assist students to make maximum use of their vision.

( ) 3.2.2.7 Residence facilities are sound treated to afford privacy and to assist students to make maximum use of their hearing.

Comments:

( ) 3.2.3 Privacy. Appropriate opportunities and facilities are provided for students to be alone to study and engage in other meaningful self-directed activities.

( ) 3.2.3.1 Appropriate opportunities are made available to students to visit in privacy with friends, parents or guardians and other family members.

( ) 3.2.3.2 Quite study areas are provided and suitably equipped with tables, chairs, writing equipment and individually variable lighting units.

Comments:

( ) 3.2.4 Supervision. Supervision, the comforts of personal care and consistent, positive controls are provided 24 hours per day for all students in residence at the school and at all times when day students are in the care of the school.

( ) 3.2.4.1 Supervision is conducted in a manner designed to help the student develop self-control and learn appropriate behavior, modes of expression and social skills.

( ) 3.2.4.2 Where rules of student behavior are needed, they are understandable and promulgated in media readily accessible to all students and staff.

( ) 3.2.4.2.1 Rules of behavior are developed, periodically reviewed and revised as necessary with appropriate participation of the school administration, other staff and students, through the student government or other means.

( ) 3.2.4.2.2 Rules of behavior are consistently applied in support of the school's educational goals and objectives.

Comments:

( ) 3.2.5 Incentive Tasks. Students are provided opportunities to develop skills and experience feelings of achievement in the performance of tasks that are part of everyday living.

( ) 3.2.5.1 Suitable tasks are identified according to the age and developmental level of each student.

( ) 3.2.5.2 Instruction and evaluation of student performance are conducted in close coordination with related curricular programs and teachers.

Comments:

( ) 3.2.6 Records and Reports. The residential living program utilizes a system of written communications, reports and records to facilitate day-to-day operations within each living unit, to maintain consistency of program management, and assist in assessing and documenting the progress of each student.

( ) 3.2.6.1 Written procedures to follow in relation to medical or other emergencies are kept readily accessible in each unit.

( ) 3.2.6.2 Daily logs and checklists are maintained to record significant activities, facilitate day-to-day planning and problem solving, and to assist in implementing the individualized education program of each student.

( ) 3.2.6.3 Provision is made for residence staff to prepare appropriate written reports of unusual incidents within the unit describing what happened, who was involved, the apparent cause and what action, if any, was taken.

Comments:

( ) 3.3 INDEPENDENT LIVING UNITS. Facilities are provided for students where they have opportunities to learn, test and practice skills necessary for independent living.

( ) 3.3.1 Design. Independent living units approximate as nearly as possible, the typical home or apartment with facilities for food preparation, sleeping and other normal activities.

( ) 3.3.2 Location. One or more units is located off campus and those located on campus have appropriate separation of entrances from other facilities.

Comments:

( ) 3.3.2 Student Participation. All students having a demonstrated ability for independent living are given an opportunity to reside for a specified amount of time in an independent living unit.

( ) 3.3.2.1 Appropriate living opportunities are provided for multihandicapped students.

Comments:

( ) 3.3.3 Curriculum Articulation. Appropriate instruction is provided to all participating students prior to their admission to an independent living unit according to the standards in *Section D-23, Program for Independent Living.*

( ) 3.3.3.1 Opportunities are provided for students to practice a wide variety of independent living skills (check those opportunities which are provided):

___ Budgeting
___ Shopping
___ Meal preparation
___ Menu preparation
___ Housekeeping
___ Independent travel
___ Laundering
___ Self-help skills
___ Constructive use of leisure time
___ Personal grooming
___ Other (specify

Comments:

( ) 3.3.3.2 Supportive instruction and assistance is provided as needed to students while they reside in the independent living units.

Comments:

( ) 3.3.4 Supervision. Supervision is available when needed for students residing in independent living units and provides for consultation, suggestions and direction necessary for fulfillment of the program objectives.

( ) 3.3.4.1 Students in independent living units are bound by the school's general rules of student behavior and have access to the usual student facilities including health services.

( ) 3.3.4.2 Rules applying specifically to the independent living units are developed through appropriate student and staff involvement and are designed to promote optimal independence and self-reliance.

Comments:

( ) 3.4 OFF CAMPUS EXPERIENCES. The residential living program provides a variety of off campus opportunities and experiences for students to learn to interact confidently with the local community.

( ) 3.4.1 Visiting. Students are encouraged to establish friendships in the community and to visit in the homes of families with the consent of parents or guardians.

Comments:

( ) 3.4.2 Religious Activities. According to the wishes of students and their parents or guardians, opportunities are made available for students to participate in religious activities.

Comments:

( ) 3.4.3 Recreation Facilities. Students are oriented and encouraged to use recreational facilities within the community as part of the program described in *Section D-25, Leisure Education.*

Comments:

( ) 3.4.4 Commercial Establishments. Students are oriented and encouraged to patronize stores, shops, restaurants and other typical and appropriate commercial establishments in the community.

Comments:

( ) 3.5 FOOD-RELATED SERVICES. The residential living program maintains close relationships with school personnel responsible for food service and instruction in nutrition, eating and food preparation skills.

( ) 3.5.1 Meal Environment. Appetizing, tasty, well-balanced meals are served in pleasant surroundings.

( ) 3.5.1.1 Comfortable seating arrangements are provided.

( ) 3.5.1.2 The number of students per table is small enough to encourage a relaxed atmosphere and positive social experiences.

( ) 3.5.1.3 Sufficient time is provided for meals to be unhurried and enjoyed.

( ) 3.5.1.4 Customary eating utensils are used.

Comments:

( ) 3.5.2 Eating Skills. Opportunities are provided for the teaching of acceptable table etiquette, methods of handling food and table service.

Comments:

( ) 3.6 LEISURE EDUCATION. Houseparents evaluate and guide students in selecting and pursuing personally meaningful and socially acceptable leisure activities in accordance with the standards in *Section D-25, Leisure Education.*

( ) 3.6.1 Activity Calendar. Copies of the activity calendar are made available in each residence unit in appropriate media.

( ) 3.6.2 Supervision. Recreation activities in the residences are supervised by the houseparents.

( ) 3.6.2.1 Opportunities are provided for recreational outlets from the pressures of academic and residential life.

Comments:

( ) 3.7 HEALTH SERVICES. The residential living program staff cooperates closely with the health services staff with regard to student health.

( ) 3.7.1 Special Diets. Provisions are made for observance of special diets prescribed by the health services for particular students whenever snacks or meals are served in the residences.

( ) 3.7.2 Medications. The residence staff observes the school's policies and procedures concerning medications, with special attention to handling of prescription drugs and other remedies brought from home.

Comments:

( ) 3.8 WEEKENDS AT HOME. The annual plan for the residential living program makes provision for students to return home or to other approved locations off campus on a number of weekends, holidays and special occasions during the school year.

( ) 3.8.1 Individualized Education Program. The educational goals and objectives of visits home are recognized appropriately in the student's individualized education program.

( ) 3.8.2 Transportation. The school follows written policies and procedures for provision of transportation, to and from home and school, or for reimbursement of transportation expenses to parents or guardians.

( ) 3.8.3 Alternative Arrangements. Students who are unable to return home when the rest of the student body does so are provided with suitable housing and dining facilities and opportunities for study and leisure activities.

Comments:

4. PROGRAM EVALUATION

( ) 4.1 PURPOSE. The school uses various systems for evaluation of the residential living program to monitor the application of human and financial resources, to appraise the progress made toward program goals, to measure the extent of achievement of established program objectives, to ensure consistency with the school's statement of philosophy of service and to assess the student performance.

Comments:

( ) 4.2 SCOPE OF PROGRAM EVALUATION. Evaluation of the residential living program is conducted systematically and includes all relevant factors affecting the program.

( ) 4.2.1 Long Range Plan. Progress toward reaching the long range goals of the residential living program is reviewed each year and the findings used to aid in revising and extending the long range plan for related curricular programs and the school's overall operations.

Comments:

( ) 4.2.2 Annual Plan. The achievements of the residential living program are measured against the specific objectives established in the annual program and financial plan and a review is made of the expenses of the program.

( ) 4.2.2.1 The findings are used to aid in developing the next annual program and financial plan.

( ) 4.2.3 Resources. Evaluation of the residential living program encompasses the adequacy of available resources including personnel, facilities, materials and equipment.

( ) 4.2.4 Evaluation Systems. The systems used for evaluating the residential living program are themselves evaluated from time to time in terms of efficiency and effectiveness in achieving their purposes.

Comments:

( ) 4.2.5 Program Evaluation Checklist. The evaluations of the residential living program are made in relation to a number of significant factors such as (check those which are regularly included in evaluation of this program):

_____ Clarity of purpose

_____ Effectiveness of planning processes

_____ Breadth of participation in planning, implementation and evaluation of individualized education programs

_____ Effectiveness of articulation with the school's guided learning experiences and programs

_____ Adequacy of opportunities for the student to gain skill and confidence in independent living situations

_____ Suitability of dining and living facilities for blind, visually handicapped and multihandicapped students

_____ Adequacy of opportunities for students to interact with the sighted community

_____ Frequency of opportunity for residential students to return home during the school year

_____ Adequacy of resources available for the program

_____ Findings of follow-up studies

_____ Other (specify)

Comments:

( ) 4.3 SCOPE OF STUDENT ASSESSMENT. Provisions are made for timely assessment of progress in relation to the various components of each student's individualized education program affected by the residential living program.

( ) 4.3.1 Individualized Education Program. Student Assessment procedures are an integral part of the process of developing and revising, whenever indicated, each student's individualized education program.

( ) 4.3.2 Relationship to Program Evaluation. The findings of individualized student assessment are utilized in evaluation of the residential living program.

( ) 4.3.3 Student Assessment. Student assessments are made in relation to a number of significant factors such as (check those which are regularly taken into account in student assessment):

_____ Developmental level

_____ Observed skills

_____ Student interest

_____ Uses made of privacy and incentive tasks

_____ Extent of participation in planning and assessment by the student and parents or guardian

_____ Recorded evidences of student growth and progress

_____ Utility of assessment procedures and instruments

_____ Readiness for self-directed study and independent living

_____ Suitability of available resources to serve the best interests of the student

_____ Other (specify)

Comments:

( ) 4.4 PARTICIPATION IN EVALUATION. Provisions are made for broadly-based participation in the evaluation of the residential living program.

( ) 4.4.1 Sources of Input. Provision is made for appropriate participation in evaluations by members of the school's governing or advisory body, school administrators, the coordinator of the residential living program, teachers, houseparents, aides or paraprofessionals and other staff, volunteers, students, parents or guardians and other consumers, specialized consultants and personnel of local education, recreational and social service agencies, agencies for the blind and visually handicapped and the state department of education.

Comments:

( ) 4.4.2 Structure. Evaluations of the residential living program are conducted by means of established systems with assigned responsibilities including a committee headed by the coordinator of the residential living program or other designated individual.

Comments:

( ) 4.5 UTILIZATION OF FINDINGS. Evaluation findings are summarized in writing and systematically used in the school's planning, budgeting and internal and public reporting activities.

Comments:

PROGRAMMING FOR IMPROVEMENT

Programming for improvement involves a continuous cycle of planning, implementation and evaluation. Accreditation is a structured method of evaluation and planning. When meshed closely with an organization's normal program and fiscal planning and evaluations, the accreditation process enhances the organization's capacities to effect improvements.

This final part of the Guide is intended to summarize and report on the principal findings of the self-study of the program evaluated on the preceding pages.

The first question is designed to elicit a listing of those features of the program which are deemed to be most outstanding.

Questions two through six are designed for the organization to summarize its program for improvement. Starting with a review of the recent past, these questions proceed through the present and into the future. Undoubtedly, the NAC self-study of this program has generated ideas for its improvement. Questions four through six are focused particularly on taking advantage of the momentum created by the self-study by setting forth a timetable for improvement which reflects or can be incorporated into the organization's normal planning system.

This summary will help the on-site review team to understand and to report on the program's strengths, the organization's recent achievements and its plans for the future. In this way, it also will assist the Commission on Accreditation in applying the following principle: if deficiencies exist, the organization is willing to remedy them and shows evidence of commitment to make the needed improvements in a reasonable time.

The "bottom line" for any human service program is its beneficial impact on the lives of the people it serves, and question seven asks about such impact. If the organization has conducted any recent follow-up studies, data from them as well as the broadly-based input received from participants in the self-study may be helpful in preparing this statement.

1. What are the outstanding features of this program at this time?

2. *What improvements or other changes were made in the fiscal periods from five years ago through two years ago?*

3. *What improvements or other changes were made in the most recently completed fiscal year?*

4. *What improvements or other changes have been introduced in the current fiscal year? (Indicate which were made as a result of the self-study. Also, if they have not yet been completed, indicate when completion is expected.)*

5. *What improvements are included in the plan for next fiscal year?*

6. *What additional improvements are contemplated in the long range plan?*

7. *What impact has this program had on the persons served?*

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Name	Identification (job title, board member, consumer, etc.)
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_____	_____
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Date completed by Subcommittee _____

Date accepted by Coordinating Committee _____

Organization Name _____

SELECTED READINGS

BOOKS

The Basic Training Course for Residential Child Care Workers. Chapel Hill, NC: School of Social Work, Group Child Care Consultant Services, 1977.

Bettleheim, Bruno. *Love is Not Enough.* New York, NY: Collier Books, 1950.

Burmeister, Eva. *Professional Houseparents.* New York, NY: Columbia University Press, 1960.

Dory, Frances J. and Pickett, Anna Lou. *Task Analysis for Paraprofessionals Working with Severely/Profoundly Handicapped Children and in "Mainstream" Classrooms and Career Ladders and Lattices for Paraprofessionals in Special Education.* New York, NY: New Careers Training Laboratory Center for Advanced Study in Education, The Graduate School and University Center, City University of New York, 1977.

Guidelines for the Training, Utilization and Supervision of Paraprofessionals and Aides. Topeka, KS: Kansas State Department of Education, 1977.

Simon, Janet. *Classification of Work Performed by Houseparents as Identified by the Flanagan Critical Incidence Techniques.* Pittsburgh, PA: Western Pennsylvania School for Blind Children, 1978.

Whitaker, James K., Trieshchman, Albert F. *Children Away from Home: A Source Book of Residential Treatment.* Chicago, IL: Aldine-Atherton, 1972.

LEGISLATION

Education for All Handicapped Children Act of 1975 (Public Law 94-142, November 29, 1975). Washington, DC: U. S. Government Printing Office, 1975.

JOURNALS

Education of the Visually Handicapped. Philadelphia, PA: Association for Education of the Visually Handicapped.

Exceptional Children. Reston, VA: Council for Exceptional Children.

Journal of Visual Impairment and Blindness (through 1976, *The New Outlook for the Blind*). New York, NY: American Foundation for the Blind.

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